

What's New?

New Online Resources

The Center for Educator Compensation Reform (CECR) recently updated profiles for alternative compensation programs posted to the CECR National Map Profiles (see <http://cecr.ed.gov/map/>).

Coming Soon!

A new Case Summary titled *Lessons Learned From the Center for Educator Compensation Reform's First 10 Case Summaries*, examines the current case summaries and offers four common lessons learned found in each of the 10 documents:

- **Communication.** This section focuses on two main strategies: creating a communications plan and promoting clarity and transparency.
- **Buy-in.** This section follows strategies from the 10 implementation sites regarding identifying stakeholders and tailoring communication strategies as well as working collaboratively with unions and associations.
- **Fairness.** Lessons learned regarding fairness include commitment to adequate funding and finding ways to reward all who deserve recognition.
- **Comprehensiveness.** After reviewing the history of the 10 programs detailed, comprehensiveness examines the use of multiple measures of assessment and the different ways to evaluate growth and progress.

The insights provided by the CECR case summaries provide states and districts with the opportunity to learn from past mistakes and best practices from other programs in order to help them move forward with the design and successful implementation of new alternative compensation models. This new Case Summary will be available soon at <http://cecr.ed.gov/TIFgrantees/resources/caseSummaries.cfm>.

In This Issue

What's New	1
Hot Off the Press	2
Grantee Update	3
<i>This month, CECR highlights Chicago Public Schools: Chicago TAP, Northern New Mexico Performance-Based Compensation Program, and Denver Public Schools.</i>	
Contact Us	5

Hot Off the Press

Oklahoma's Lowest Performing Schools Split \$36.9M in Federal Grants—*The Oklahoman*. July 15, 2010.

<http://newsok.com/grants-will-give-schools-36.9m/article/3476332>

Ten schools in Oklahoma received funding from the state through funding streams provided by the American Recovery and Reinvestment Act of 2009. Among other reforms, all of the improvement proposals include paying teachers based on their performance as assessed through a new evaluation system.

Truly Paying for Performance—*Education Week*. July 8, 2010.

<http://www.edweek.org/ew/articles/2010/07/08/36nelson.h29.html> (subscription required)

In this *Education Week* commentary, the authors propose that performance-based compensation programs focus less on student achievement scores and more on teacher performance in the classroom. They propose to measure teacher performance through a portfolio of evidence using a rubric that includes core teaching components taken from the program at City High Charter School in Pittsburgh, Pennsylvania.

Jobs Bill Collides With Obama Education Agenda—*Education Week*. July 2, 2010.

<http://www.edweek.org/ew/articles/2010/07/02/36edujbos.h29.html> (subscription required)

A new bill proposes to cut funding from the Race to the Top fund, the Teacher Incentive Fund, and the Charter Schools Program in order to fund the Keep Our Educators Working Act. Supporters of the bill claim that it will offset nationwide education budget cuts affecting teachers' jobs. Opponents claim that the bill could be detrimental to the impact of new education reforms.

Race to the Top Funds Will Benefit Educators—*Knoxville News Sentinel*. June 30, 2010.

<http://www.knoxnews.com/news/2010/jun/30/race-to-the-top-funds-will-benefit-educators/>

Half of the \$500 million that Tennessee will receive under the Race to the Top program will go to the 136 school districts and four state-run schools in the state. Knox County Schools plans to use some of the funding to expand the Teacher Advancement Program in the district. Union County Schools also has negotiated with the local teachers union to provide additional pay for participation in professional development.

Grantee Updates

Chicago Public Schools: Chicago TAP

CECR profiled the Chicago Public Schools Teacher Incentive Fund program, then called Chicago REAL (Recognizing Excellence in Academic Leadership), in the September 2007 issue of the *NewsBreak* (see <http://cecr.ed.gov/news/newsletters/CECRNewsbreakSept2007.pdf>). The program now goes by Chicago TAP and has implemented the following changes to the incentive structure:

- Teacher incentives increased from \$2,000 to \$4,000.
- The formula used to determine incentives also changed to include both schoolwide *and* classroom value-added scores. However, the weight of value-added scores decreased from 75 percent to 60 percent of the incentives. The teacher's average score on classroom observation data increased from 25 percent to 40 percent of incentives.

- Administrator incentives remain the same amount at \$5,000; however, the formula changed after Year 2. Schoolwide value-added scores now account for 75 percent of incentives, up from 25 percent. To determine the remaining 25 percent of incentive pay, the district uses its score of the principal's effectiveness of TAP implementation.
- All other school support staff incentives increased from \$500 to \$1,000 based on schoolwide value-added scores.

For more information about this program, access the updated TIF Grantee Profile on the CECR website at <http://cecr.ed.gov/pdfs/profiles/Chicago.pdf>.

Northern New Mexico Performance-Based Compensation Program

CECR profiled the Northern New Mexico Performance-Based Compensation Program in the October 2007 issue of the *NewsBreak* (see <http://cecr.ed.gov/news/newsletters/CECRNewsbreakOct2007.pdf>). The program shares the following updates:

- Four of the original school districts opted out of the program. Currently, the program operates in two districts: Espanola and Taos School Districts. The two districts began classroom-based student achievement incentives during the third year of the grant.

- Incentives for teachers and principals range from \$2,434 to \$3,651 per individual.
- Educational assistants receive incentives ranging from \$1,217 to \$1,825 per individual.

For more information about this program, access the updated TIF Grantee Profile on the CECR website at <http://cecr.ed.gov/pdfs/profiles/NewMexico.pdf>.

Denver Public Schools

CECR profiled the Denver Public Schools (DPS) Teacher Incentive Fund program, which expands on Denver ProComp, in the November 2007 issue of the *NewsBreak* (see <http://cecr.ed.gov/news/newsletters/CECRNewsbreakNov2007.pdf>). The structure of available incentives changed since the beginning of the program. The previous incentive structure included the following:

- Incentives for sharing effective practices and receiving positive feedback from other educators in the New Leaders for New Schools network
- Incentives for meeting school performance objectives
- Incentives for leading high-poverty and low-performing schools

The program's new incentive structure breaks out these three measurements into a more comprehensive incentive structure as shown in Table 1.

Since implementation of the TIF grant, DPS has:

- Conducted a quality review of the student growth objectives (SGOs). The reviewers rated 60 percent of SGOs as acceptable or excellent. The reviewers identified a set of protocols, assessments, best practices documents, and SGO samples for the SGO Toolkit used during the 2009–10 school year.
- Continued to refine and expand benchmarks and end-of-course assessments for reading, writing, and mathematics in Grades 2 through 10.
- Launched a principal incentive compensation website and principal leadership website (see <http://denverprincipalprocomp.dpsk12.org/>).

For more information about this program, access the updated TIF Grantee Profile on the CECR website at <http://cecr.ed.gov/pdfs/profiles/Denver.pdf>.

Table 1. DPS Teacher Incentive Fund Program Incentive Structure

Description	Annual Principal Incentives Available	Annual Assistant Principal Incentives Available
Administrators in schools with the highest percentages of students qualifying for free or reduced-price lunch: <ul style="list-style-type: none"> • High School: 75 percent • Middle School: 85 percent • Grades K–8: 87 percent • Elementary School: 87 percent • All Provision II Schools • All Alternative Schools 	\$6,000	\$4,500
Administrators in schools demonstrating the greatest overall percentage of points earned on the School Performance Framework.	Distinguished: \$10,000 Meets Expectations: \$6,000	Distinguished: \$7,500 Meets Expectations: \$4,500
Administrators in schools demonstrating the greatest percentage of growth points earned on the current year's School Performance Framework.	\$5,500	\$4,125
Administrators in schools demonstrating successful implementation of three key strategies outlined in the school improvement plan.	Exceeds: \$3,375 Meets: \$2,125	Exceeds: \$2,535 Meets: \$1,600
Administrators in schools that create a body of evidence and artifacts documenting their best practices for use by other schools. Schools with qualifying practices nominate themselves, or the district chooses schools. Effective Practice Incentive Communities (EPIC) schools are eligible for principal and assistant principal incentives as well as a schoolwide stipend provided to teachers in EPIC schools.	Tier 1: \$10,000 Tier 2: \$7,500 multiplied by the number of EPIC schools to which the administrator has FTE assigned.	Tier 1: \$7,500 Tier 2: \$4,875 multiplied by the number of EPIC schools to which the administrator has FTE assigned. Teacher Schoolwide stipend: Tier 1: \$3,000 Tier 2: \$1,500

Contact Us



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The Center for Educator Compensation Reform (CECR) was awarded to Westat — in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin — by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support Teacher Incentive Fund (TIF) grantees in their implementation efforts through provision of sustained technical assistance and development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through a newsletter, a Web-based clearinghouse, and other outreach activities.

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